

## **Unit 7 – Common Diseases And Conditions Of Body Systems**

### **Resource Materials/Activities/Notes**

#### **Suggested Instructional Resource Materials**

- Video on nutrition
- Facility dietary manual
- Facility sample menus
- Adaptive devices for feeding

#### **Skill Performance Checklists – None**

#### **Activities**

- Have students examine pictures of male and female anatomy and identify the organs.
- Discuss meaning of:
  - Superior and inferior
  - Ventral and dorsal
  - Medial and lateral
  - Proximal and distal
- Have the class relate skeletal changes associated with aging to the effects of poor nutrition and sedentary life style.
- Discuss ways to prevent atrophy and contractures.
- Have the class relate the changes in the muscular system to the effects of poor nutrition and sedentary life style.
- Discuss the differences between red blood cells and white blood cells.
- Trace a drop of blood through the heart.
- Discuss the purpose of the heart valves.
- Discuss treatments for high blood pressure.
- Have the class relate these changes of aging to poor nutrition and sedentary life style.
- Discuss indigestion as a cardiac symptom.
- Have class discuss effects of smoking on alveoli of lungs.
- Discuss substances that can cause an allergic reaction and what type of symptoms may result. Have students share personal experiences.
- Have the class relate the changes of aging of the respiratory system with the effects of poor nutrition and sedentary life style.
- Suggest ways the nurse aide could encourage residents with poor appetites to eat.
- Suggest a reason that would explain why some residents would add a lot of salt to their food.
- Have students relate the changes to poor nutrition and sedentary life style.
- Discuss fecal impaction and explain why the resident could have frequent, small amounts of diarrhea.
- Have class identify the endocrine glands on a chart.
- Have class compare endocrine glands with exocrine glands.
- Define morbidity and mortality rates. Have class discuss why the USA has the highest morbidity and mortality rates.
- Discuss diet and exercise as they relate to diabetes mellitus.
- Suggest reasons for diabetic residents to practice good care of their feet.
- Have the class explain difference between diabetic coma and insulin shock.
- Provide a wall chart or diagram and have students locate the parts of the nervous system.
- Make a list of the functions of the various parts of the brain.

- Consider why damage to one side of the brain could affect the opposite side of the body.
- Have class define “organic” as related to brain disorders.
- Role play ways to check a resident’s reality orientation during a conversation with the resident.
- Discuss what nurse aides can do to decrease a resident’s confusion.
- Blindfold students and have them test their sense of smell by using a variety of substances such as spices, scented oils, or fruit. Do NOT use strong substances that could injure the lining of the nose.
- Place white powders in similar containers and have the students identify them by using their sense of taste (sugar, baking soda, salt, flour, etc.)
- Blindfold students and have them identify a variety of objects by using their sense of touch.
- Discuss the body changes that take place with menopause.
- Have students share personal experiences about themselves, friends or relatives with cancer.
- Contact the American Cancer Society for pamphlets on cancer.
- Discuss smoking and other carcinogens in the environment as they relate to cancer.
- Discuss cases of spontaneous remission.